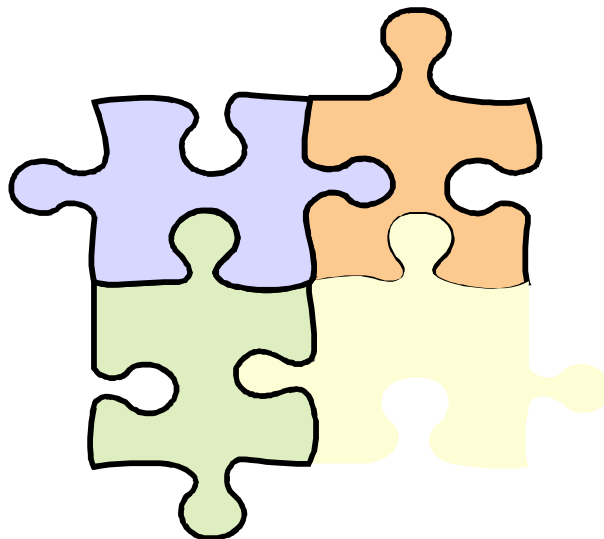


**Field Review of  
Proposed Single Subject Subject-Matter  
Program Standards  
In Physical Education**



**Survey  
January 2004**

## Introduction

---

Your response to this survey will inform the California Commission on Teacher Credentialing's field review of proposed new standards of program quality and effectiveness for Single Subject Subject-Matter Programs. These programs for prospective teachers offer one pathway to demonstrate competency in a subject area. In addition to subject matter competency, prospective single subject teachers must also complete an approved program of pedagogical preparation that focuses on the knowledge, skills and abilities associated with a departmentalized teaching assignment. The pedagogical preparation for teachers has a separate set of requirements and standards that are not reviewed here.

Individuals holding a Single Subject Teaching Credential may teach in a specific subject area in departmentalized classes in grades K-12. Departmentalized classes are those in which a teacher teaches one subject to a class of students and are typically offered in high schools and middle or junior high schools.

It is the responsibility of the Commission to ensure that each prospective teacher experiences a high quality preparation program. The Commission does this by adopting standards of program quality and effectiveness that assure consistency across all approved programs in all subject areas. This set of draft standards for single subject programs is divided into two sections, Standards Common to All and Standards for Programs in Physical Education.

The Draft Standards Common to All address program qualities that are consistent across all subject areas. The proposed standards are:

- Draft Standard 1: Program Philosophy
- Draft Standard 2: Technology
- Draft Standard 3: Diversity and Equity
- Draft Standard 4: Coordination
- Draft Standard 5: Advisement and Support
- Draft Standard 6: Assessment of Subject Matter Competence
- Draft Standard 7: Program Review and Evaluation
- Draft Standard 8: Literacy
- Draft Standard 9: Early Field Experiences
- Draft Standard 10: Varied Teaching Strategies

The Draft Standards Common for Programs in Physical Education are:

- Draft Standard 11: Growth, Motor Development, and Motor Learning
- Draft Standard 12: The Science of Human Development

Draft Standard 13: The Sociology and Psychology of Human Movement  
Draft Standard 14: Movement Concepts and Forms  
Draft Standard 15: Professional Foundations  
Draft Standard 16: Assessments and Evaluations Principles  
Draft Standard 17: Integration of Concepts  
Dance Concentration Standards  
Draft Standard 18: Artistic Perception  
Draft Standard 19: Creative Expression  
Draft Standard 20: Historical and Cultural Context  
Draft Standard 21: Aesthetic Valuing  
Draft Standard 22: Connections, Relationships, Applications

Each standard includes the standard statement and required elements. The required elements provide further description and explanation of the concepts addressed in the standard statement. Program sponsors will be expected to address the standard as a whole and each required element.

### **General Directions**

The survey questions are designed to find out how important you and other educators think the proposed standards and their required elements are in the preparation of effective single subject teachers. Survey results will be used to revise the draft standards and develop a final set of standards for recommendation to the Commission for adoption. Once adopted, each prospective program sponsor in a single subject area will be required to prepare a written response to the new standards.

You will be asked to rate the importance of each program standard statement and each required element in relation to the effective preparation of prospective teachers. You will also be asked whether any program elements are missing and will be provided space to suggest additional elements or topics to be addressed in the standard. Finally, you will be asked whether this draft set of subject matter program standards considered as a whole address all the elements necessary for a program to prepare effective teachers of physical education. Please answer the survey questions based on your own experiences.

## Background Information

<p>1. Are you currently working in a K-12 or an IHE organization?          Yes <input type="radio"/> GO to Question 2          No <input type="radio"/> STOP! You do not have to answer any more questions. Please discard this survey.</p>	<p>2. Are you currently, or have you recently (last 3-5 years) been working with the area of physical education?          Yes <input type="radio"/> GO to Question 3          No <input type="radio"/> STOP! You do not have to answer any more questions. Please discard this survey.</p>	<p>3. Are you familiar with the K-12 student academic content standards in physical education?          Yes <input type="radio"/> GO to Question 4          No <input type="radio"/> <b>STOP! You do not have to answer any more questions. Please discard this survey.</b></p>
<p>4. Name:</p>	<p>5. Position:</p>	<p>6. May we contact you for further information?          Telephone: ( )- - - - -          Fax: ( )- - - - -          Email: _____</p>

**The ten Standards Common to All are provided here for background information only. They have already been approved and adopted by the Commission for all single subjects. It is not necessary to respond to these standards.**

### Standard 1: Program Philosophy and Purpose

The subject matter preparation program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes in relation to the Standards of Quality and Effectiveness for Single Subject Teaching Credential Programs. The program provides the coursework and field experiences necessary to teach the specified subject to all of California's diverse public school population. Subject matter preparation in the program for prospective teachers is academically rigorous and intellectually stimulating. The program curriculum reflects and builds on the State-adopted *Academic Content Standards for K-12 Students* and *Curriculum Frameworks for California Public Schools*. The program is designed to establish a strong foundation in and understanding of subject matter knowledge for prospective teachers that provides a basis for continued development during each teacher's professional career. The sponsoring institution assigns high priority to and appropriately supports the program as an essential part of its mission.

### Required Elements:

- 1.1 The program philosophy, design, and intended outcomes are consistent with the content of the State-adopted Academic Content Standards for K-12 students and Curriculum Frameworks for California public schools.
- 1.2 The statement of program philosophy shows a clear understanding of the preparation that prospective teachers need in order to be effective in delivering academic content to all students in California schools.
- 1.3 The program provides prospective teachers with the opportunity to learn and apply significant ideas, structures, methods and core concepts in the specified subject discipline(s) that underlies the 6-12 curriculum.

- 1.4 The program prepares prospective single-subject teachers to analyze complex discipline-based issues; synthesize information from multiple sources and perspectives; communicate skillfully in oral and written forms; and use appropriate technologies.
- 1.5 Program outcomes are defined clearly and assessments of prospective teachers and program reviews are appropriately aligned.
- 1.6 The institution conducts periodic review of the program philosophy, goals, design, and outcomes consistent with the following: campus program assessment timelines, procedures, and policies; ongoing research and thinking in the discipline; nationally accepted content standards and recommendations; and the changing needs of public schools in California.

### **Standard 2: Diversity and Equity**

The subject matter program provides equitable opportunities to learn for all prospective teachers by utilizing instructional, advisement and curricular practices that insure equal access to program academic content and knowledge of career options. Included in the program are the essential understandings, knowledge and appreciation of the perspectives and contributions by and about diverse groups in the discipline.

#### **Required Elements:**

- 2.1 In accordance with the Education Code Chapter 587, Statutes of 1999, (See Appendix A), human differences and similarities to be examined in the program include, but are not limited to those of sex, race, ethnicity, socio-economic status, religion, sexual orientation, and exceptionality. The program may also include study of other human similarities and differences.
- 2.2 The institution recruits and provides information and advice to men and women prospective teachers from diverse backgrounds on requirements for admission to and completion of subject matter programs.
- 2.3 The curriculum in the Subject Matter Program reflects the perspectives and contributions of diverse groups from a variety of cultures to the disciplines of study.
- 2.4 In the subject matter program, classroom practices and instructional materials are designed to provide equitable access to the academic content of the program to prospective teachers from all backgrounds.
- 2.5 The subject matter program incorporates a wide variety of pedagogical and instructional approaches to academic learning suitable to a diverse population of prospective teachers. Instructional practices and materials used in the program support equitable access for all prospective teachers and take into account current knowledge of cognition and human learning theory.

### **Standard 3: Technology**

The study and application of current and emerging technologies, with a focus on those used in K-12 schools, for gathering, analyzing, managing, processing, and presenting information is an integral component of each prospective teacher's program study. Prospective teachers are introduced to legal, ethical, and social issues related to technology. The program prepares prospective teachers to meet the current technology requirements for admission to an approved California professional teacher preparation program.

**Required Elements:**

- 3.1 The institution provides prospective teachers in the subject matter program access to a wide array of current technology resources. The program faculty selects these technologies on the basis of their effective and appropriate uses in the disciplines of the subject matter program.
- 3.2 Prospective teachers demonstrate information processing competency, including but not limited to the use of appropriate technologies and tools for research, problem solving, data acquisition and analysis, communications, and presentation.
- 3.3 In the program, prospective teachers use current and emerging technologies relevant to the disciplines of study to enhance their subject matter knowledge and understanding.

**Standard 4: Literacy**

The program of subject matter preparation for prospective Single Subject teachers develops skills in literacy and academic discourse in the academic disciplines of study. Coursework and field experiences in the program include reflective and analytic instructional activities that specifically address the use of language, content and discourse to extend meaning and knowledge about ideas and experiences in the fields or discipline of the subject matter.

**Required Elements:**

- 4.1 The program develops prospective teachers' abilities to use academic language, content, and disciplinary thinking in purposeful ways to analyze, synthesize and evaluate experiences and enhance understanding in the discipline.
- 4.2 The program prepares prospective teachers to understand and use appropriately academic and technical terminology and the research conventions of the disciplines of the subject matter.
- 4.3 The program provides prospective teachers with opportunities to learn and demonstrate competence in reading, writing, listening, speaking, communicating and reasoning in their fields or discipline of the subject matter.

**Standard 5: Varied Teaching Strategies**

In the program, prospective Single Subject teachers participate in a variety of learning experiences that model effective curriculum practices, instructional strategies and assessments that prospective teachers will be expected to use in their own classrooms.

**Required Elements:**

- 5.1 Program faculty include in their instruction a variety of curriculum design, classroom organizational strategies, activities, materials and field experiences incorporating observing, recording, analyzing and interpreting content as appropriate to the discipline.
- 5.2 Program faculty employ a variety of interactive, engaging teaching styles that develop and reinforce skills and concepts through open-ended activities such as direct instruction, discourse, demonstrations, individual and cooperative learning explorations, peer instruction and student-centered discussion.
- 5.3 Faculty development programs provide tangible support for subject matter faculty to explore and use exemplary and innovative curriculum practices.
- 5.4 Program faculty use varied and innovative teaching strategies, which provide opportunities for prospective teachers to learn how content is conceived and organized for instruction in a way that fosters conceptual understanding as well as procedural knowledge.
- 5.5 Program coursework and fieldwork include the examination and use of various kinds of technology that are appropriate to the subject matter discipline.

**Standard 6: Early Field Experiences**

The program provides prospective Single Subject teachers with planned, structured field experiences in departmentalized classrooms beginning as early as possible in the subject matter program. These classroom experiences are linked to program coursework and give a breadth of experiences across grade levels and with diverse populations. The early field experience program is planned collaboratively by subject matter faculty, teacher education faculty and representatives

from school districts. The institution cooperates with school districts in selecting schools and classrooms for introductory classroom experiences. The program includes a clear process for documenting each prospective teacher's observations and experiences.

**Required Elements:**

- 6.1 Introductory experiences shall include one or more of the following activities: planned observations, instruction or tutoring experiences, and other school based observations or activities that are appropriate for undergraduate students in a subject matter preparation program.
- 6.2 Prospective teachers' early field experiences are substantively linked to the content of coursework in the program.
- 6.3 Fieldwork experiences for all prospective teachers include significant interactions with K-12 students from diverse populations represented in California public schools and cooperation with at least one carefully selected teacher certificated in the discipline of study.
- 6.4 Prospective teachers will have opportunities to reflect on and analyze their early field experiences in relation to course content. These opportunities may include field experience journals, portfolios, and discussions in the subject matter courses, among others.
- 6.5 Each prospective teacher is primarily responsible for documenting early field experiences. Documentation is reviewed as part of the program requirements.

**Standard 7: Assessment of Subject Matter Competence**

The program uses formative and summative multiple measures to assess the subject matter competence of each candidate. The scope and content of each candidate's assessment is consistent with the content of the subject matter requirements of the program and with institutional standards for program completion.

**Required Elements:**

- 7.1 Assessment within the program includes multiple measures such as student performances, presentations, research projects, portfolios, field experience journals, observations, and interviews as well as oral and written examinations based on criteria established by the institution.
- 7.2 The scope and content of each assessment is congruent with the specifications for the subject matter knowledge and competence as indicated in the content domains of the Commission-adopted subject matter requirement.
- 7.3 End-of-program summative assessment of subject matter competence includes a defined process that incorporates multiple measures for evaluation of performance.
- 7.4 Assessment scope, process, and criteria are clearly delineated and made available to students when they begin the program.
- 7.5 Program faculty regularly evaluate the quality, fairness, and effectiveness of the assessment process, including its consistency with program requirements.
- 7.6 The institution that sponsors the program determines, establishes and implements a standard of minimum scholarship (such as overall GPA, minimum course grade or other assessments) of program completion for prospective single subject teachers.



**Standard 8: Advisement and Support**

The subject matter program includes a system for identifying, advising and retaining prospective Single Subject teachers. This system will comprehensively address the distinct needs and interests of a range of prospective teachers, including resident prospective students, early deciders entering blended programs, groups underrepresented among current teachers, prospective teachers who transfer to the institution, and prospective teachers in career transition.

**Required Elements:**

- 8.1 The institution will develop and implement processes for identifying prospective Single Subject teachers and advising them about all program requirements and career options.
- 8.2 Advisement services will provide prospective teachers with information about their academic progress, including transfer agreements and alternative paths to a teaching credential, and describe the specific qualifications needed for each type of credential, including the teaching assignments it authorizes.
- 8.3 The subject matter program facilitates the transfer of prospective teachers between post-secondary institutions, including community colleges, through effective outreach and advising and the articulation of courses and requirements. The program sponsor works cooperatively with community colleges to ensure that subject matter coursework at feeder campuses is aligned with the relevant portions of the *State-adopted Academic Content Standards for K-12 Students in California Public Schools*.
- 8.4 The institution establishes clear and reasonable criteria and allocates sufficient time and personnel resources to enable qualified personnel to evaluate prospective teachers' previous coursework and/or fieldwork for meeting subject matter requirements.

**Standard 9: Program Review and Evaluation**

The institution implements a comprehensive, ongoing system for periodic review of and improvement to the subject matter program. The ongoing system of review and improvement involves university faculty, community college faculty, student candidates and appropriate public schools personnel involved in beginning teacher preparation and induction. Periodic reviews shall be conducted at intervals not exceeding 5 years.

**Required Elements:**

- 9.1 Each periodic review includes an examination of program goals, design, curriculum, requirements, student success, technology uses, advising services, assessment procedures and program outcomes for prospective teachers.
- 9.2 Each program review examines the quality and effectiveness of collaborative partnerships with secondary schools and community colleges.
- 9.3 The program uses appropriate methods to collect data to assess the subject matter program's strengths, weaknesses and areas that need improvement. Participants in the review include faculty members, current students, recent graduates, education faculty, employers, and appropriate community college and public school personnel.
- 9.4 Program improvements are based on the results of periodic reviews, the inclusion and implications of new knowledge about the subject(s) of study, the identified needs of program students and school districts in the region, and curriculum policies of the State of California.

**Standard 10: Coordination**

One or more faculty responsible for program planning, implementation and review coordinate the Single Subject Matter Preparation Program. The program sponsor allocates resources to support effective coordination and implementation of all aspects of the program. The coordinator(s) fosters and facilitates ongoing collaboration among academic program faculty, local school personnel, local community colleges and the professional education faculty.

**Required Elements:**

- 10.1 A program coordinator will be designated from among the academic program faculty.
- 10.2 The program coordinator provides opportunities for collaboration by faculty, students, and appropriate public school personnel in the design and development of and revisions to the program, and communicates program goals to the campus community, other academic partners, school districts and the public.
- 10.3 The institution allocates sufficient time and resources for faculty coordination and staff support for development, implementation and revision of all aspects of the program.
- 10.4 The program provides opportunities for collaboration on curriculum development among program faculty.
- 10.5 University and program faculty cooperate with community colleges to coordinate courses and articulate course requirements for prospective teachers to facilitate transfer to a baccalaureate degree-granting institution.



## **Draft Single Subject Program Standards for Physical Education**

*These are new draft standards for which the Commission would appreciate your response as indicated on the following survey.*

Standard 11: Growth, Motor Development, and Motor Learning

Standard 12: The Science of Human Movement

Standard 13: The Sociology and Psychology of Human Movement

Standard 14: Movement Concepts and Forms

Standard 15: Professional Foundations

Standard 16: Assessment and Evaluation Principles

Standard 17: Integration of Concepts

Single Subject Program Standards for Physical Education	11.0 How important are these program characteristics for preparing effective teachers of physical education?			
Draft Standard 11: Growth, Motor Development and Motor Learning	Essential	Important	Somewhat Important	Not Important
The subject matter program provides students with opportunities to develop an understanding of human growth and development processes, as well as how these processes interact with and influence motor learning, in order to teach movement knowledge skills. The program includes foundational knowledge of physical growth, motor development, and motor learning to ensure that candidates are prepared to provide students, including students with disabilities, with an appropriate, safe and effective physical education program.	O	O	O	O
11.1 Course work provides prospective teachers with knowledge of individual motor and physical fitness variables such as agility, balance, flexibility, coordination, strength and speed.	O	O	O	O
11.2 Course work prepares prospective teachers to analyze physical changes and their impact on mechanical and physiological aspects of motor performance.	O	O	O	O
11.3 Course work provides prospective teachers with knowledge of perceptual motor development such as visual, auditory, tactile and kinesthetic discrimination and how they relate to skill acquisition and performance.	O	O	O	O
11.4 Course work requires prospective teachers to develop an understanding of physical changes that occur with growth, development and age, while analyzing their impact on mechanical and physiological aspects of motor performance.	O	O	O	O
11.5 Course work relates classical and current theories and models of motor learning to fundamental concepts underlying skill acquisition such as transfer, feedback, retention, practice, readiness, and observational learning.	O	O	O	O
11.6 Course work requires for prospective teachers to develop knowledge of ecological task analysis as it relates to motor development, enabling students to select or design motor task that are appropriate to the process of learning movement skills.	O	O	O	O



Single Subject Program Standards for Physical Education	12.0 How important are these program characteristics for preparing effective teachers of physical education?			
Draft Standard 12: The Science of Motor Development	Essential	Important	Somewhat Important	Not Important
The program requires preparation in the science of human movement, including the study of anatomy, physiology, biomechanics, exercise physiology, and health-related fitness. Prospective teachers must be able to analyze motion according to scientific principles and apply that knowledge with consideration for individual differences including disabilities. Course work provides opportunities to analyze motion and apply knowledge to recognize safe, efficient and effective movement. The program prepares prospective teachers to recognize changes in body systems resulting from practice, development and response to exercise.	O	O	O	O
12.1 The course work prepares prospective teachers to demonstrate knowledge of the skeletal system, the general organization of the nervous system, the actions of muscles and major muscle groups, and the interaction of these systems with one another and with the external environment in producing motion.	O	O	O	O
12.2 The program includes the study and application of basic kinematic and kinetic principles of motor, including but not limited to summation of forces of equilibrium, vectors and force-velocity relationships.	O	O	O	O
12.3 The course work includes knowledge of biomechanical principles (e.g., Newton's laws of motion, center of gravity) and develops prospective teachers' abilities to apply principles to a broad range of movement activities, to analyze movement patterns, to recognize individual differences and to analyze body mechanics for safe and efficient movement/motion.	O	O	O	O
12.4 The program includes knowledge of acute and chronic effects of exercise on body systems (e.g., pulmonary, cardiorespiratory, muscular, skeletal, neural, endocrine) and on energy systems utilized during exercise.	O	O	O	O
12.5 The course work prepares prospective teachers to demonstrate an understanding of components of wellness, such as nutrition, stress management, cardiorespiratory risk reduction, and physical fitness (i.e., cardiorespiratory endurance, flexibility, muscular strength and endurance and body composition).	O	O	O	O





Single Subject Program Standards for Physical Education	13.0 How important are these program elements for preparing effective teachers of physical education?			
Draft Standard 13: The Sociology and Psychology of Human Movement	Essential	Important	Somewhat Important	Not Important
The subject matter program provides prospective candidates with opportunities to develop an understanding of the sociology and psychology of human movement. The program provides a context for analyzing a wide range of experiences that can be used to promote the personal and social development and skills in physical education. The program includes psychological and sociological analysis of movement activities which help to ensure candidates are prepared to teach positive, responsible and social behavior that encourages lifelong physical activity regardless of ability.	O	O	O	O
13.1 Course work requires prospective teachers to examine the relationship of movement to the development of individual identity, including the development of self-awareness, self-concept, self-discipline, self-expression and body image.	O	O	O	O
13.2 Course work requires prospective teachers to explore contemporary theories such as attribution, social learning, competence, learned helplessness, self-efficacy and other social/psychological theories as they relate to motivation in physical activities.	O	O	O	O
13.3 Course work prepares candidates to analyze the relationship of movement to social interaction and the development of a sense of productive participation with others, and the promotion of positive life skills (e.g., loyalty, compassion, fairness, understanding and appreciation of similarities, differences and abilities) through physical education activities.	O	O	O	O
13.4 Course work provides prospective teachers with strategies and activities for promoting appropriate skills and behaviors for cooperation, competition, problem solving, trust building, and risk taking.	O	O	O	O
13.5 Course work requires prospective teachers to develop knowledge of the role of movement activities in society and the relationship of movement activities to social norms, ethics, values and institutions.	O	O	O	O
13.5 Course work prepares prospective teachers to analyze factors that influence an individual's activity choice (e.g., gender, age, ethnicity, culture and disability).	O	O	O	O

13.6 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective physical education teachers? *(Please fill in Yes or No)*

☐ Yes      ☐ No

If YES, which would you add?

<b>Single Subject Program Standards for Physical Education</b>	<b>14.0 How important are these program elements for preparing effective teachers of physical education?</b>			
<b>Draft Standard 14: Movement Concepts and Forms</b>	<b>Essential</b>	<b>Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>
The subject matter preparation program requires course work that develops knowledge, skills and the ability to integrate and apply movement concepts in physical activities. These include but are not limited to aquatics; dance; fitness activities; fundamental and creative movement skills; individual, dual and team sports; nontraditional activities and games; outdoor education activities; and gymnastics. To develop a balanced program that will address a variety of ability levels and create challenging, appropriate tasks in a variety of movement forms, prospective teachers must have a thorough understanding of movement and fitness activities as well as an ability to integrate and apply movement concepts to a broad range of physical education activities and environments.	O	O	O	O
14.1 The program requires prospective teachers to develop knowledge of fundamental movement skills such as basic locomotor and non-locomotor skills, movement patterns, manipulative skills, and basic rhythmic movement as well as knowledge of elements and qualities of movement (e.g., space, time, force, flow, level).	O	O	O	O
14.2 The program requires prospective teachers to develop knowledge of creative movement such as exploration, improvisation and problem solving.	O	O	O	O
14.3 The program requires prospective teachers to develop knowledge of skills used in rhythmic activities, creative dance and structured dance forms (e.g., modern, ballet, jazz, tap, social, folk, country, ethnic, classical); an understanding of the use of dance to express perceptions, feelings, images and thoughts; and an understanding of dance concepts, forms and basic vocabulary.	O	O	O	O
14.4 The program requires prospective teachers to develop knowledge of gymnastic forms and movement (e.g., rhythmic gymnastics, educational gymnastics, stunts, tumbling, apparatus work and floor exercise).	O	O	O	O
14.5 The program requires prospective teachers to develop aquatic skills and water safety (e.g., swimming strokes, diving and water fitness activities and games).	O	O	O	O





<b>Single Subject Program Standards for Physical Education</b>	<b>16.0 How important are these program elements for preparing effective teachers of physical education?</b>			
<b>Draft Standard 16: Assessment and Evaluation Principles</b>	<b>Essential</b>	<b>Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>
The program requires the prospective teacher to develop knowledge of assessment principles and procedures in order to be able to evaluate the effectiveness of physical education strategies and activities in promoting student achievement of the goals presented in the California Physical Education Framework, 1994 or most current state guidelines. Prospective teachers must be able to select, adapt and develop appropriate assessment instruments and strategies base on accepted research principles related to physical, motor and fitness attributes and needs of individuals and classes. The program develops knowledge of assessment techniques that enhance prospective teachers' ability to determine whether individuals, including those with diverse backgrounds, varying abilities and special needs, have progressed and achieved specified goals in physical education.	O	O	O	O
16.1 The program provides knowledge of evaluation methods and practical applications used for the various domains of learning in physical education (physical, psychomotor, cognitive social, affective).	O	O	O	O
16.2 The program provides knowledge of basic strategies of test construction, evaluation, and administration for traditional, holistic, and authentic assessments such as developing and using criteria to assess attainment of goals and objectives.	O	O	O	O
16.3 The program provides knowledge of test characteristics such as validity, reliability, and objectivity.	O	O	O	O
16.4 The program provides knowledge of assessment strategies and instruments, including technology appropriate for individuals and diverse backgrounds, special needs and disabilities.	O	O	O	O
16.5 The program requires prospective teachers to develop an understanding of types of evaluation such as norm-referenced criterion-referenced, content-referenced, authentic assessment, and formative and summative evaluation strategies.	O	O	O	O
16.5 The program requires prospective teachers to develop knowledge of basic statistical applications, including central tendency and variability, standard scores, norms, and correlations.	O	O	O	O
16.6 The program requires prospective teachers to develop skills for interpreting assessment data and for communicating test results, performance profiles, and assessment data to various audiences (e.g., students, parents, school board members).	O	O	O	O

16.7 Are there any necessary characteristics of program quality that are missing from the above standard that are needed in order to provide a program that will prepare effective physical education teachers? *(Please fill in Yes or No)*

☐ Yes      ☐ No

If YES, which would you add?

Single Subject Program Standards for Physical Education	17.0 How important are these program elements for preparing effective teachers of physical education?			
Draft Standard 17: Integration of Concepts	Essential	Important	Somewhat Important	Not Important
The subject matter program includes integrative study of themes and concepts in physical education and the interrelationships between physical education and other subject areas in order to create effective learning environments and experiences.	○	○	○	○
17.1 Course work prepares prospective teachers to interpret and apply knowledge of the sub-disciplines of kinesiology to facilitate student (K-12) skill acquisition and performance through inclusion and active engagement.	○	○	○	○
17.2 Course work prepares prospective teachers to use developmental information to appropriately select, adapt and modify sports and games based on goals, skill levels, individual needs and disabilities.	○	○	○	○
17.3 Course work requires prospective teachers to demonstrate knowledge of appropriate developmental progressions within individual movement skills.	○	○	○	○
17.4 Course work prepares prospective teacher to use concepts and principles of learning to analyze observed individual differences.	○	○	○	○
17.5 Course work requires prospective teachers to demonstrate knowledge of connections between physical education and other subject areas, such as life and physical sciences, social science, health, mathematics, language arts, and the visual and performing arts.	○	○	○	○
17.6 Course work provides prospective teachers with strategies for encouraging lifelong adherence to physical activities.	○	○	○	○
<p>17.7 Are there any necessary characteristics of program quality that are missing from the above standard that are needed in order to provide a program that will prepare effective physical education teachers? <i>(Please fill in Yes or No)</i></p> <p>○ Yes      ○ No</p> <p>If YES, which would you add?</p>				



## Dance Concentration Standards

Single Subject Program Standards for Physical Education	18.0 How important are these program elements for preparing effective teachers of physical education?			
Draft Standard 18: Artistic Perception	Essential	Important	Somewhat Important	Not Important
The dance concentration program includes processing, analyzing and responding to sensory information through the language and skills unique to dance. The program prepares prospective teachers to demonstrate movement skills , process sensory information, and describe movement using vocabulary of dance. The program provides a study of motor skills and development, technical expertise, dance movements, comprehension and analysis of dance elements, and study of dance vocabulary.	O	O	O	O
18.1 The program prepares prospective teachers to develop physical coordination and control when performing body articulation, complex loco/motor patterns, and axial movement phrases from a variety of genres demonstrating agility, balance and strength.	O	O	O	O
18.2 The program provides a study of multiple dance genres and integration of an advanced level of technical skill.	O	O	O	O
18.3 The program prepares prospective teachers to memorize and perform complex works of dance at a high level of refinement.	O	O	O	O
18.4 The program prepares prospective teachers to apply a wide range of kinesthetic communication and to demonstrate clarity of intent and stylistic nuance.	O	O	O	O
18.5 The program prepares prospective teachers to utilize dance vocabulary to describe movement and dance elements.	O	O	O	O
18.6 Are there any necessary characteristics of program quality that are missing from the above standard that are needed in order to provide a program that will prepare effective physical education teachers? <i>(Please fill in Yes or No)</i> <input type="radio"/> Yes <input type="radio"/> No If YES, which would you add?				

## Dance Concentration Standards

Single Subject Program Standards for Physical Education	19.0 How important are these program elements for preparing effective teachers of physical education?			
Draft Standard 19: Creative Expression	Essential	Important	Somewhat Important	Not Important
The dance concentration program includes the study of the application of choreographic principles, processes and skills needed to create and communicate meaning through the improvisation, composition and performance of dance. The program provides prospective teachers a study of the creation of dance movement, the application of choreographic principles and processes used to create dance, communication of meaning in performance of dance, and the development of partner and group skills.	O	O	O	O
19.1 The program provides the study of diverse dance works that demonstrate originality, unity, clarity of intent, and a dynamic range of movement.	O	O	O	O
19.2 The program includes the study of the use of dance structures, musical forms, theatrical elements, and technology to create original works.	O	O	O	O
19.3 The program includes the study of notation of dances using a variety of systems (e.g., labanotation, motif writing, personal systems).	O	O	O	O
19.4 The program provides the study of music for dances and choreography.	O	O	O	O
19.5 The program provides an opportunity for prospective teachers to perform a diverse range of works by various artists, maintaining the integrity of the work while applying personal artistic expression.				
19.6 The program provides prospective teachers with the opportunity for developing complex choreography for diverse groupings in varied settings.	O	O	O	O
19.7 Are there any necessary characteristics of program quality that are missing from the above standard that are needed in order to provide a program that will prepare effective physical education teachers? <i>(Please fill in Yes or No)</i> <input type="radio"/> Yes <input type="radio"/> No If YES, which would you add?				

## Dance Concentration Standards

Single Subject Program Standards for Physical Education	20.0 How important are these program elements for preparing effective teachers of physical education?			
Draft Standard 20: Historical and Cultural Context	Essential	Important	Somewhat Important	Not Important
The dance concentration program includes coursework that provides candidates with an understanding of and appreciation for the history and cultural dimensions of dance. The program prepares candidates to recognize dance similarities and differences in cultures throughout the world.	O	O	O	O
20.1 The program provides the study of the development of dance by identifying, analyzing and performing folk/traditional, social and theatrical dances with technical accuracy and appropriate stylistic nuances.	O	O	O	O
20.2 The program provides the study of the history and function of dance by comparing and contrasting universal themes and sociopolitical issues in a variety of dances from different cultural contexts and time periods.	O	O	O	O
20.3 The program provides the study of the diversity of dance by analyzing and explaining how dancers and choreographers reflect roles, work and values in selected cultures, countries and historical periods.	O	O	O	O
20.4 The program provides the study of the role dancers and choreographers play in the interpretation of dances in various historical and aesthetic settings.	O	O	O	O
20.5 Are there any necessary characteristics of program quality that are missing from the above standard that are needed in order to provide a program that will prepare effective physical education teachers? <i>(Please fill in Yes or No)</i> <input type="radio"/> Yes <input type="radio"/> No If YES, which would you add?				

## Dance Concentration Standards

Single Subject Program Standards for Physical Education	21.0 How important are these program elements for preparing effective teachers of physical education?			
Draft Standard 21: Aesthetic Valuing	Essential	Important	Somewhat Important	Not Important
The dance concentration program includes coursework that requires prospective teachers to respond to, analyze and make judgments about works of art. Prospective teachers assess and derive meaning from viewing works of dance, performing dances, and critiquing original works based on the elements of dance and aesthetic qualities.	O	O	O	O
21.1 The program provides the study and critique of archival dance works.	O	O	O	O
21.2 The program provides the study of selected criteria to compare, contrast and assess various dance forms (e.g., jazz dance, modern dance, ballet, and liturgical).	O	O	O	O
21.3 The program requires prospective teachers to analyze evolving personal preferences about dance styles and choreographic forms in order to identify change and development of personal choices.	O	O	O	O
21.4 The program provides the study of research and assessment of how dance works change due to the impact of historical and cultural influences.	O	O	O	O
21.5 The program requires prospective teachers to evaluate how aesthetic principles apply to choreography designed for the technological media (e.g., film, video, TV, computer imaging).	O	O	O	O
21.6 Are there any necessary characteristics of program quality that are missing from the above standard that are needed in order to provide a program that will prepare effective physical education teachers? <i>(Please fill in Yes or No)</i> <input type="radio"/> Yes <input type="radio"/> No If YES, which would you add?				

## Dance Concentration Standards

Single Subject Program Standards for Physical Education	22.0 How important are these program elements for preparing effective teachers of physical education?			
Draft Standard 22: Connections, Relationships, Applications	Essential	Important	Somewhat Important	Not Important
The dance concentration prepares prospective teachers to apply what they learn in dance to learning across disciplines in order to develop competencies and creative skills in problem solving, communication and time management. The program requires prospective teachers to learn about careers related to dance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.1 The program prepares prospective teachers to demonstrate effective knowledge and skills in using technology when creating, recording and producing dance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.2 The program prepares prospective teachers to compare the study and practice of dance techniques to motion, time and physical principles from scientific disciplines (e.g., music and bone identification, usage and awareness of matter, space, time and energy/force).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.3 The program prepares prospective teachers to synthesize information from a variety of health related resources that apply to dance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.4 The dance concentration prepares prospective teachers to determine the appropriate training, experience and education needed to pursue a variety of dance and dance-related careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.5 Are there any necessary characteristics of program quality that are missing from the above standard that are needed in order to provide a program that will prepare effective physical education teachers? <i>(Please fill in Yes or No)</i> <input type="radio"/> Yes <input type="radio"/> No If YES, which would you add?				

## Single Subject Program Standards for Physical Education

---

### Overall Program Standards

Please judge the extent to which the full set of subject matter program standards described in this survey encompass the program elements that are necessary to prepare an effective physical education teacher by answering the questions below.

If you think the full set of program standards cover all of the critical program elements that are necessary to prepare effective physical education teachers, write 100 in the space provided in Question a. If you think the program standards cover **none** of the program elements that are necessary to prepare an effective physical education teacher, write 0 in the space provided. If you think the program standards cover **some, but not all**, of the program elements, write a number from 1 to 99 to reflect the proportion of the single subject program in physical education that *are covered* by these program standards.

**a.** Taken **as a whole**, what percentage of the program elements needed to prepare effective physical education teachers is covered by **the full set** of program standards?

**b.** If less than 100% in Question a, please identify any critical program elements that are missing from the program standards. *(It is not necessary to repeat missing elements you mentioned in previous responses.)*

